R E P O R T R E S U M E S

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THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN. MANUAL OF INSTRUCTIONS FOR ADMINISTERING AND SCORING THE HOME INTERVIEW.

BY- HESS, ROBERT D. AND OTHERS
CHICAGO UNIV., ILL., URBAN CHILD CENTER

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THIS MANUAL DESCRIBES MEASURES USED IN "THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN" PROJECT AT THE UNIVERSITY OF CHICAGO. THE SAMPLE FOR THE STUDY CONSISTED OF 163 NEGRO MOTHER-CHILD PAIRS SELECTED FROM 3 SOCIOECONOMIC CLASSES BASED ON THE FATHER'S OCCUPATION AND THE PARENTS' EDUCATION. A FOURTH GROUP INCLUDED FATHER-ABSENT FAMILIES. THE MOTHERS WERE INTERVIEWED AT HOME AND THE MOTHERS AND CHILDREN WERE TESTED AT THE UNIVERSITY OF CHICAGO WHEN THE CHILDREN WERE 4 YEARS OLD. FOLLOW-UP DATA WERE OBTAINED WHEN THE CHILDREN WERE 6 AND AGAIN WHEN THEY WERE 7. THE HOME INTERVIEW WAS AN EXTENSIVE SET OF QUESTIONS DIRECTED TO THE MOTHER. IT WAS ADMINISTERED IN 2 SESSIONS, EACH LASTING ABOUT 1-1/2 HOURS. THE RESPONSES WERE RATED ON NUMERICAL SCALES FOR COMPUTER CODING. THE GENERAL AREAS COVERED BY THE INTERVIEW WERE (1) OPEN END-- INTERVIEWER'S RATINGS, (2) DEMOGRAPHIC MATERIAL, (3) INFORMATION ON THE CHILD, (4) MOTHER'S ATTITUDES TO SCHOOL AND JOB, AND (5) FAMILY ACTIVITIES AND LIVING PATTERNS. ALL QUESTIONS ARE GIVEN AND THE SCORING SCALES FOR THE RESPONSES ARE DESCRIBED. ADDITIONAL INFORMATION ON SPECIFIC PARTS OF THE INTERVIEW IS CONTAINED IN MANUALS PS 000 476 THROUGH PS 000 482. THE COMPLETE SET OF PROJECT MANUALS COMPRISES PS 000 475 THROUGH PS 000 492. (DR)

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THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN

Robert D. Hess, Principal Investigator

MANUAL OF INSTRUCTIONS

FOR ADMINISTERING AND SCORING

THE HOME INTERVIEW

PS000475

The measures described in this manual were developed in the project, Cognitive Environments of Urban Pre-School Children, supported by: Research Grant #R-34 from the Children's Bureau, Social Security Administration, and the Early Education Research Center, National Laboratory in Early Education, Office of Education, both of the U.S. Department of Health, Education, and Welfare; the Division of Research, Project Head Start, U.S. Office of Economic Opportunity; the Ford Foundation Fund for the Advancement of Learning; and grants-in-aid from the Social Science Research Committee of the Division of Social Sciences, University of Chicago.

THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN

The research sample for the Cognitive Environment Study was composed of 163 pairs of Negro mothers and their four-year-old children, from three socio-economic classes, defined by father's occupation and parents' education: upper-middle, professional and executive, with college education, upper-lower, skilled and blue collar, with high school education; lower-lower, semiskilled and unskilled, with no greater than tenth-grade education; a fourth group included father-absent families living on public assistance, otherwise identical to the lower-lower class group.

Subjects were interviewed in the home, and mothers and children were brought to the University of Chicago campus for testing, when the children were four years old. Follow-up data were obtained from both mother and child when the child was six years of age, and again at seven years.

Principal Investigator for the project is Professor Robert D. Hess, formerly Director, Urban Child Center, University of Chicago, now Lee Jacks Professor of Child Education, School of Education, Stanford University.

Co-Investigator for the follow-up study is Dr. Virginia C. Shipman, Research Associate (Associate Professor) and Lecturer, Committee on Human Development, and Director, Project Head Start Evaluation and Research Center, University of Chicago, who served as Project Director for the pre-school phase of the research.

Dr. Jere Edward Brophy, Research Associate (Assistant Professor), Committee on Human Development, University of Chicago, was Project Director for the follow-up study and participated as a member of the research staff of the pre-school study.

Dr. Roberta Meyer Bear, Research Associate (Assistant Professor), Committee on Human Development, University of Chicago, participated as a member of the research staff during the pre-school and follow-up phases of the project and was in charge of the manuscript preparation during the write-up phase of the research.

Other staff members who contributed substantively to the project include Dr. Ellis Olim (University of Massachusetts, Amherst), who was responsible for the major analysis of maternal language; Dr. David Jackson (Toronto, Ontario), who was involved in early stages of development of categories for the analysis of mother-child interaction, and participated in the processing and analysis of data; Mrs. Dorothy Runner, who supervised the training and work of the home interviewers, acted as a liason with public agencies, and had primary responsibility for obtaining the sample of subjects; and Mrs. Susan Beal, computer programmer.

COGNITIVE ENVIRONMENT STUDY

THE HOME INTERVIEW

AUTUMN 1967

INTRODUCTION

The initial contact with subjects in the Cognitive Environments of Urban Pre-School Children project was made by trained social workers who visited the home for two interview sessions, averaging one and a half hours each, following a brief introductory visit. This manual describes the questions asked and the procedures and categories used in evaluating and differentiating the subject-families on those items.

In all but the lower-lower public assistance group, families in the study were intact; in all but the upper-middle class group, half of each social class group lived in public housing, half in private. In all four groups, mothers were not working.

All questions asked in the home interview were directed to the mother; the emphasis was on her values and attitudes as well as on strictly physical and demographic description of the family and home. Following the interview, some evaluative ratings were made by the interviewer as well.

Numerical codes for response-categories were used to code the interview data for computer processing. Where no code is given in this manual, the item was not included in data card-decks, but the full verbal response was recorded for later scoring and coding or for permanent records.

PS 000475

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COGNITIVE ENVIRONMENT STUDY

THE HOME INTERVIEW

A. OPEN END - INTERVIEWER'S RATINGS

1. Interview and setting

a. Interview number

b. Time of interview: from _____ AM/PM to _____ AM/PM

c. Date of interview

d. Place of interview

e. Weather: fair, rain, snow, overcast

f. Briefly describe the interaction and events leading up to the interview, and the setting

2. Interviewer/respondent interaction

a. Describe interviewer/respondent interaction, feeling toward interview questions on part of respondent, etc. Evaluate.

b. Rating of mother's cooperation and openness with interviewer:

1= Very cooperative. Very involved in the interview; appeared relaxed and spontaneous with the interviewer; little or no evidence of defensiveness; volunteered personal information readily; showed interest in the purpose of the study; volunteered help in procuring other subjects.

2= Cooperative. Answered questions readily in a relaxed and open manner; spontaneous and relaxed with the interviewer; however, generally did not volunteer information that was not requested; may or may not have shown interest in the purpose of the study; did not show much interest in helping procure more subjects.

3= Slightly uncooperative. Generally answered questions readily, but may have shown some defensiveness; the respondent maintained her distance and did not allow the relationship to become too personal; may not have shown much interest in the purpose of the study; did not volunteer help in procuring other subjects.

4= Uncooperative. An underlying aura of resistance which may or may not have been expressed verbally; may have been manifested indirectly in the mother's reservation about giving time to the study and/or by a tenseness and defensiveness in answering the interviewer's questions; expressed little interest in the study; did not volunteer help in procuring other subjects.

5= Very uncooperative. Explicit verbalized resistance to the interview and/or interviewer; salient manifestation of insecurity and desire to make a good impression; showed no interest in the study; did not volunteer to help in procuring other subjects.

Note: if the mother's attitude toward the interviewer and the study changed as the interview progressed, base the evaluation upon the attitude manifested in the majority of the interview.

3. Mother/child interaction

a. Describe mother/subject (four-year-old child) interaction. Evaluate.

b. Rating of mother's affectionateness toward the child (Fels Parent Behavior Rating Scale 8.3*) - modal point: Rate the mother's expression of affection to the child personally. Does she manifest a warm, personal affection to the child; or a matter-of-fact, unemotional attitude; or definite antagonism? Evaluate her most typical behavior.

1= Passionate, consuming, intense, ardent, uncontrolled
2
3= Affectionate, warm, fondling, loving, expressive
4
5= Temperate, fond, attached, forgiving, kind
6
7= Objective, inhibited, neutral, matter-of-fact
8
9= Cool, aloof, distant, forbidding
10
11= Avoiding, annoyed, irritated, bothered
12
13= Hostile, rejecting, disliking, blaming, icy

c. Rating of mother's affectionateness toward the child - high point (same scale as above; rate "best" behavior - lowest scale point)

d. Rating of mother's affectionateness toward the child - low point (same scale as above; rate "worst" behavior - highest scale point)

e. Rating of support shown child by mother:

1,2= Strong. Mother is able to accept and respond spontaneously to the child's dependence upon her: she gives good physical care; shows approval and affection; encourages learning efforts by sympathetic attention, praise, reassurance, demonstration;

(continued on next page)

* The Affectionate and Vigilant-Lax scales used here are Fels Scales. See Baldwin, A.L., Kalhorn, Joan, and Breese, Fay Huffman. The appraisal of parent behavior. Psychol. Monogr., 1949, 63 (4), (Whole No. 299).

e. Rating of support shown child by mother - continued:

(1,2) takes major responsibility for child care, but accepts and encourages father's participation; sets appropriate limits on child's behavior; takes responsibility for extension of learning opportunities; helps child expand his interests through creative toys, books, association with others; helps child know and accept responsibility as a member of the family.

3,4= Moderate. Mother is able to respond positively to most of the child's needs, but is unable to reach out spontaneously in meeting his needs: gives good physical care (child is fed and properly clothed); shows affection, but may not do so freely; concerned about child's learning efforts - gives time to helping him but may make inappropriate demands; may respond with some anxiety to child's lack of accomplishments; meager in extension of learning opportunities - may provide tools but may feel only fair amount of responsibility to participate.

5,6= Fair. Mother responds intellectually to child's needs, but is quite constrictive in her capacity to meet emotional needs: physical care is inconsistent; little or no demonstration of affection; may be over-protective or excessively permissive in dealing with child's behavior; greatly self-centered in her approach to child's learning efforts with restriction and disapproval, i.e., offers little encouragement, says "No", "Stop that", "That's not right"; uses argument rather than discussion to communicate with child; child is unable to experiment freely, mother may respond with rage.

7,8= Little. Mother's response to child's needs is competitive and meager: child is poorly clothed and fed; mother may be passive or unresponsive to child's efforts to learn; shows little warmth; often relegates responsibility for care and intellectual stimulation to others, friends, neighbors, or other devices such as TV; few if any controls in matters of discipline, or mother may use punishment as a means of control.

f. Rating of mother's global achievement pressure:

This scale applies to the mother's behavior in training the child to achieve - to compete with standards of excellence by which success or failure is judged. In achievement training situations, the child's task is not merely to perform an action - simple obedience or conformity - but to perform it so as to meet the mother's imposed criterion or standard of excellence. The child must not merely do it, but do it <u>well</u>. If he succeeds in meeting the mother's standards, he is rewarded with praise and affection; if he fails, he is punished with rejection. Rate the mother according to:

1) The number and variety of situations in which the mother imposes standards of excellence. Does the child have to strive to meet her criteria in almost everything he does, or in just a few specific acts? Does the mother wait for development to occur

f. Rating of mother's global achievement pressure - continued:

spontaneously, or does she try to motivate the child to advance through effort?

2) The level of goals and expectations for the child. How much does she expect of her child? Is she pleased with any little accomplishment of the child, or is she satisfied only when he achieves things that few four-year-olds can do?

3) The degree of confidence of the mother that her child can indeed meet her standards of excellence, however high they may be. Are the standards she imposes seen as ideals, or does she fully expect the child to be able to meet them?

4) The degree to which the mother insists on self-reliance in the child. Is he expected to succeed through his own efforts, or does the mother reward dependency by helping him or doing things for him when he has difficulty?

5) The degree to which the mother holds the child responsible for his achievements (or lack of them). Does he succeed because of good work and fail because he didn't try hard enough, or is his success or failure attributed to factors beyond his control?

6) The mother's level of emotional involvement in the child's achievement. Does success in meeting the mother's standards bring the child high rewards in warmth, praise, and affection? Are these withheld when the child fails? Or are rewards and punishments unrelated to achievement situations? The highly involved mother is happy, pleased, and gratified when the child succeeds; depressed and disturbed when he doesn't. These feelings color her response to the child in achievement situations and act to reinforce his achievement striving. The uninvolved mother doesn't care much one way or the other about the child's success or failure. She reacts toward him in the same way regardless of his achievement.

Consider total behavior in making this rating. Are standards of excellence imposed in the areas of eating, dressing, creative play, speech, memory and recitation, reading and writing, physical skills, or self-care? In all these and more? Or in none?

1= Imposes extraordinary standards on the child in a wide variety of situations. Is constantly pushing the child toward ever greater achievements. Expects him to be advanced far beyond the levels normally expected for four-year-olds. Acceptance or rejection of the child is closely connected with his success or failure by her criteria.

2= Imposes high standards in many different situations. Expects the child to be more advanced than most four-year-olds. Above average emotional involvement in the child's achievement. Tends to actively attempt to foster achievement in the child rather than to casually allow him to develop at his own pace.

3= Imposes standards of excellence in areas where the child can succeed fairly readily, but not when success would require great effort. Expectations and standards are sensitive to and isomorphic with the child's capacities. The mother wants the child to succeed, but she is not too disturbed if he doesn't.

f. Rating of mother's global achievement pressure - continued:

4= Standards of excellence are restricted in range and low in level of expectation. Mother doesn't expect much of the child, and seems little concerned with his relative advancement. Sees him as unready to do very much on his own. Tends to reward dependent behavior and attention seeking.

5= Few if any standards of excellence. The mother babies the child, as if he were still an infant. Achievement is not expected, because "he's just a baby". Little or no attempt to advance the child.

g. Rating of mother's readiness of reinforcement (degree to which mother is vigilant or lax: Fels Parent Behavior Rating Scale 3.12*):
Rate the mother's tendency to enforce standards of conduct set up for the child. Does the mother follow up to see that the child conforms, or else sustains a penalty? Or are lapses in compliance disregarded? Disregard effectiveness of enforcement, and clarity to the child of standards involved.

1= Eternally vigilant. Goes out of the way to discover and discipline misconduct. Often pounces before lapse occurs.

2= Seldom lets child "get away with anything". Enforces rules strictly whenever violations come to attention, but seldom deliberately hunts for misbehavior.

3= Moderately firm. Strict about important requirements and prohibitions; but rather lax with minor violations, especially when they are not an issue at the moment.

4= Reluctant to enforce standards. Tends to overlook violations unless they are flagrant, cumulative, or threaten serious consequences.

5= Extremely lax. Disregards obvious misbehavior. Enforces regulations only when pressed by the strongest motives or most severe circumstances.

Note: "Enforcement" should not be equated with punishment. It applies not only to situations where the child has actively misbehaved, but also to situations where he has not done what the mother told him to do. The variable here is the degree to which the mother actively makes sure that the child conforms, in contrast to merely telling him to or expecting him to. The methods or severity of reinforcement are irrelevant.

4. Family interaction

a. Describe family interaction. Evaluate

* See footnote, p. 5.

b. Family power structure:

1) Who makes most of the economic decisions in your family (e.g., major purchases, how much money should be spent, etc.)?
2) Who makes most of the social decisions in your family (e.g., leisure trips, vacations, entertainment)?
3) Who makes most of the household decisions in your family (e.g., care of the home, daily routine)?
4) Who makes most of the child-rearing decisions in your family (e.g., discipline, activities, education)?
5) If you and your husband are having an argument about something important, who usually wins?

Scale for all items:

1= Husband mostly
2= Both, but husband more
3= Both, but husband slightly more
4= Both equally
5= Both, but wife slightly more
6= Both, but wife more
7= Wife mostly
8= Other (Specify)

5. Mother's life style

Describe the life style of this mother; indicate awareness of and ability to utilize resources available. Document.

B. DEMOGRAPHIC MATERIAL

1. Socioeconomic Status

a. Social Class

1= Upper-middle
2= Upper-lower
3= Lower-lower
4= Public Assistance

b. Housing

1= private housing
2= public housing

2. The family: size and membership

a. The four-year-old child:

Sex:

1= male
2= female

Birth order:

_____ of _____ children

a. The four-year-old child - continued

Relationship to mother:
1= natural
2= adopted
3= foster
Birthdate:
year, month, day

b. The mother:
Age:
at last birthday, _____ years
Birthdate:
year, month, day
Place of birth:
1= Chicago
2= Midwest and Central States
3= Northeast
4= Northwest
5= Southeast
6= Southwest
7= South central
8= outside U.S.
Length of residence in Chicago:
1= less than 1 year
2= 1-2 years
3= 3-6 years
4= 7-11 years
5= 12-17 years
6= more than 17 years

c. The father: information as above for mother, plus:
Relationship to mother and child:
1= natural father
2= stepfather
3= common-law
4= other
5= no male in the home

d. Children in the home: beginning with the four-year-old subject, for each of the mother's natural children:
Sex: 1= male, 2= female
Age: last birthday, _____ years
Birthdate: year, month, day
Place of birth (1-8= same as above for mother's place of birth)
Last grade in school completed
School the child attended or now attending
Occupation or grade in school

e. Total number of mother's natural children

f. Other persons in the home (adults and children):
   Relationship to mother and child
   Sex: 1= male; 2= female
   Age: last birthday, _____ years
   Birthdate: year, month, day
   Place of birth (1-8= same as above for mother's place of birth)
   Last grade in school completed
   School attended or now attending
   Occupation or grade in school

g. Total number of children other than mother's natural children

h. Total number of adults other than parents

i. Total number of persons in the home

j. Ratio of children to adults (to 0.1)

3. Marital status of the four-year-old child's parents
   1= married, living together
   2= married, not living together
   3= married, deserted and/or divorced
   4= widowed
   5= unmarried, living together
   6= unmarried, not living together
   7= unmarried, deserted and/or divorced

4. If the natural father is not presently living at home, has he lived there since the birth of the four-year-old?
   1= yes
   2= no
   8= doesn't apply

5. The home

   a. Dwelling type
      1= house
      2= conventional apartment
      3= private converted apartment
      4= shared or semi-private rooms or apartment
      5= other

   b. Number of rooms: half-rooms count as next highest whole number
      00= missing data

   c. Ratio of rooms to people (to 0.1)

   d. List rooms, with description of how each is used

e. Rating of furnishings (consider quantity, quality, appropriateness):
1= superior
2= excellent
3= good
4= fair
5= poor
6= completely inadequate

f. Labor-saving devices working and available for mother's use within building with inside access (indicate for each: availability, adequacy):

Washing machine	Freezer or compartment
Refrigerator	Electric mixer
Vacuum cleaner	Blender
Electric dishwasher	Ironing board
Iron	Other (specify)
Dryer	

g. Total number of labor-saving devices

h. Telephone present:
1= yes
2= no

i. Number of cars:
1= none
2= 1
3= 2 or more

6. Religion

a. Mother's religious preference
1= Protestant
2= Catholic
3= Jewish
4= Other (specify)
5= None

b. Mother's frequency of church attendance:
1= 4 to 7 times per week
2= 2 to 3 times per week
3= once a week
4= at least once a month
5= less than once a month
6= never
7= doesn't apply (e.g., dead)

c. Is mother a member of the church?
1= yes
2= no

d. Father's religious preference:
1-5= same as above for mother's preference
8= doesn't apply

e. Father's frequency of church attendance:
1-7= same as above for mother's attendance
8= doesn't apply

f. Is father a member of the church?
1= yes
2= no
8= doesn't apply

g. Does the four-year-old child attend daily Bible school in the summer?
1= yes
2= no

h. Does the four-year-old child attend Sunday School?
1= yes
2= no

i. Does the four-year-old child participate in any other church activities for children?
1= yes (specify)
2= no

7. Mother's education

a. Mother has completed _____ years of academic schooling

b. Mother's training other than academic (technical training):
1= none
2= registered nurse
3= business
4= fine and applied arts
5= medical assistant
6= trade

c. Majority of mother's schooling completed in:
1= Chicago
2= Midwest and Central states
3= Northeast
4= Northwest
5= Southeast
6= Southwest
7= South Central
8= outside U.S.

d. Assessment of mother's reading ability
1= reads with no difficulty

(continued on next page)

d. Assessment of mother's reading ability - continued:
2= reads with some difficulty
3= reads with considerable difficulty
4= reads not at all

8. Father's education (same as above for mother's education)

a. Father has completed _____ years of academic schooling

b. Father's training other than academic (technical training)

c. Majority of father's schooling completed in _____

9. Occupation and work history

a. Father's/Husband's occupation - status level
1= executive (large firm) or upper echelon professional
2= executive (small firm) or average type of professional work
3= supervisory work over white collar workers
4= supervision of manual workers; skilled white collar worker
5= skilled trades; semi-skilled white collar worker
6= semiskilled manual worker
7= unskilled
8= doesn't apply

b. Is father/husband working now?
1= yes
2= no
8= doesn't apply

c. Where does he work and what does he do? (specify, describe in detail)

d. Is this work steady?
1= yes
2= no
8= doesn't apply

e. Salary per month or week (actual amount)

f. How long has father/husband been on present job?
1= less than one year
2= 1 to 2 years
3= 3 to 4 years
4= 5 to 6 years
5= 7 to 8 years
6= more than 8 years
7= doesn't apply; not working now

g. Since leaving school, father/husband has worked what per cent of time:
1= majority of the time
2= half time
3= less than half time
4= never
8= doesn't apply

h. Amount of time mother has worked since four-year-old child was born:
1= not at all
2= in the child's third year
3= in the child's second year
4= in the child's third and second year
5= in the child's first year
6= in the child's second and first year

i. If mother worked, per cent of time per week:
1= 0 to 2 hours
2= ¼ to 1/3 time
3= ½ to 2/3 time
4= full time
8= doesn't apply

j. Type of work mother did - status level
1-7= same as above for father's occupational level
8= doesn't apply

k. Is mother working now?
1= yes
2= no

l. If mother worked, who took care of child? (if more than one, code for lowest-numbered person)
1= father
2= grandmother
3= female relative(s)
4= male relative(s)
5= female sibling
6= male sibling
7= friend or neighbor
8= sitter
9= doesn't apply; don't know

10. Financial status

a. Annual family income
1= $20,000 or over
2= $19,999 - 15,000
3= $14,999 - 10,000
4= $9,999 - 7,000
5= $6,999 - 5,000
6= $4,999 - 3,000
7= $2,999 - 2,000
8= $1,999 - 1,000
9= $999 or less

b. Does the family receive assistance from:
Social security
Unemployment compensation
Other public assistance
1= yes
2= no

C. INFORMATION ON THE FOUR-YEAR-OLD CHILD

1. Sleeping patterns

a. Where does the child sleep:
1= in a bedroom
2= elsewhere (specify)

b. Number of people sleeping in room with child
1= 0
2= 1
3= 2
4= 3
5= 4
6= more than 4

c. Relationship of people sleeping in room with child:
1= like-sexed siblings
2= siblings of the opposite sex
3= parents
4= siblings of both sexes (1 and 2)
5= like-sexed siblings and parents (1 and 3)
6= siblings of the opposite sex and parents (2 and 3)
7= siblings of both sexes and parents (1 and 2 and 3)
8= other
0= sleeps alone

d. Who sleeps in bed with child:
0-8= same as above for relationship of those sleeping in same room

2. Rating of child's clothing
1= excellent
2= adequate
3= inadequate
4= extremely inadequate

3. Child's play areas

a. Outside play area (include comments on condition):
1= large private yard
2= small private yard
3= large semi-private yard

(continued on next page)

a. Outside play area - continued:

4= small semi-private yard
5= open space available on grounds or building
6= public play lot or park within child's walking distance
7= vacant lot or space nearby
8= no outside play area available

b. Inside play area (include comments on condition):
1= large playroom or large area in own room
2= small playroom or adequate play area in other room
3= constricted play area within home
4= inadequate area; can only play in hallway, basement, or other public indoor area

4. Child's toys and equipment

a. Sandbox:
1= present
2= none

b. Doll house, pool, tree house, play store, etc.:
1= 4 or more
2= 3
3= 2
4= 1
5= none

c. Stationary gym equipment (jungle gym, swings, bars, etc.):
1= 4 or more
2= 3
3= 2
4= 1
5= none

d. Mobile toys (bike, trike, skates, wagon, auto, fire engine, etc.):
code (1-5) for quantity as above for stationary gym equipment

e. Construction toys (tinker toys, blocks, beads, peg board, etc.):
1= 5 or more
2= 4
3= 3
4= 2
5= 1
6= none

f. Role-playing toys (dolls, animals, Indians, cowboys, cars, planes, play dishes, filling station, household toys, broom, telephone, stove, tools, doctor or nurse kit, etc.):
1= 7 or more
2= 6

(continued on next page)

f. Role-playing toys - continued:

3= 5
4= 4
5= 3
6= 2
7= 1
8= none

g. School-oriented toys (paper, pencils, blackboard, chalk, ABC color book, numbers, alphabet, letters, etc.):
code (1-8) for quantity as above for role-playing toys

h. Expressive toys (colored paper, scissors, crayons, color books, easel, paints, clay, playdough, mosaics and designs, sewing, leather stitching, musical instruments):
code (1-8) for quantity as above for role-playing toys

i. What type of toys does the child enjoy playing with most?
1= sandbox or dollhouse
2= gym equipment
3= mobile toys
4= construction toys
5= role-playing toys
6= school-oriented toys
7= expressive toys
8= role-playing plus either school-oriented or expressive

5. Reading material for the four-year-old child (enumerate)

a. Quantity
1= much (10 or more pieces)
2= some (6 to 10)
3= few (1 to 5)
4= none

b. Quality
1= superior quality and variety
2= excellent quality and good variety
3= good quality and not as great variety
4= poor quality but great variety
5= poor quality and no variety
6= doesn't apply, no books

c. Use of reading materials by the four-year-old child:
1= extreme (much of each day)
2= regular (at least once every day)
3= often (several times a week)
4= sometimes (at least once a week)
5= seldom
6= never

d. Use of reading materials by adult with child:
1-6= same as above for use of reading materials by child alone

e. How long was the child read to yesterday?
1= 2 hours or more
2= 1½ to 2 hours
3= 1 to 1½ hours
4= 45 to 60 minutes
5= 30 to 45 minutes
6= 15 to 30 minutes
7= up to 15 minutes
8= not at all

6. Records for the four-year-old child (enumerate)

a. Quantity
1= rich quantity (10 or more)
2= adequate supply (6 to 10)
3= few (1 to 5)
4= none

b. Quality
1= superior quality and variety
2= excellent quality and good variety
3= good quality and not as great variety
4= poor quality but great variety
5= poor quality and no variety
6= doesn't apply, no records

c. Use of records by the four-year-old child:
1= extreme (much of each day)
2= regular (at least once a day)
3= often (several times a week)
4= sometimes (at least once a week)
5= seldom
6= never

d. Use of records by adult with child:
1-6= same as above for use of records by four-year-old child alone

7. Intellectual games for the four-year-old child (enumerate)

a. Quantity
1= rich quantity
2= adequate supply
3= few
4= none

b. Quality
1= superior quality and variety
2= excellent quality and good variety
3= good quality and not as great variety
4= poor quality but great variety
5= poor quality and no variety
6= doesn't apply, no intellectual-type games

c. Use of intellectual games by the four-year-old child:
1= extreme (much of each day)
2= regular (at least once a day)
3= often (several times a week)
4= sometimes (at least once a week)
5= seldom
6= never

d. Use of intellectual games by adult with child:
1-6= same as above for use of games by four-year-old child alone

8. Self-reliance and independence in the four-year-old child

a. Self-reliance measures: Which of the following does the child regularly do on his own, without help from the mother?
1= dress himself (except for tying shoes)
2= get a drink of water or a snack
3= use the toilet
4= wash his hands
5= perform small household tasks

b. Number of self-reliance measures checked
0-5= actual number of items checked by mother

c. Interviewer's rating of the mother's attitude toward self-reliance in her child:
1= demands
2= encourages
3= allows
4= discourages
5= forbids

d. Can the child play unsupervised without the mother being present or with only an occasional check (once an hour or less)?
1= yes
2= no

e. To what extent does the mother allow the child to play with other children, without her being present?
0= not allowed
1= with siblings or cousins only
2= with immediate neighbors, known to mother
3= with any children on the block

f. To what extent does the mother allow the child to play outside the home without her being present?
   1= on his porch or in the yard only
   2= at a neighbor's house
   3= anywhere on the block
   4= beyond the block or at parks and playgrounds

g. Interviewer's rating of mother's attitude toward independence in play:
   1= demands
   2= encourages
   3= allows
   4= discourages
   5= forbids

9. Television habits

a. Number of hours child watches television daily:
   1= 0-1 hour
   2= 1-2 hours
   3= 2-3 hours
   4= 3-4 hours
   5= 4-5 hours
   6= 5-6 hours
   7= more than 6 hours

b. TV show child likes best - first choice:
   1= educational (Discovery, etc.)
   2= children's variety (Captain Kangaroo)
   3= comedy and family situation
   4= game-type show
   5= cartoons
   6= mystery and adventure series (westerns)
   7= musical and adult variety shows
   8= daytime serials

c. TV show child likes best - second choice:
   1-8= same as above for first choice

d. TV show child likes best - third choice:
   1-8= same as above for first choice

D. MOTHER'S ATTITUDES, VALUES, AND ORIENTATIONS TOWARD SCHOOL AND JOB

1. Four-year-old child's pre-school experience

a. Is N_____ (four-year-old child) in nursery school (or pre-school) now?
   1= yes
   2= no

b. Is N_____ in a day care center now?
1= yes
2= no

c. If yes, how much time per day?
1= half-day
2= full day

d. If yes, how many days per week:
1-6= actual number of days per week

2. Plans for four-year-old child's pre-school experience

a. Do you plan to send N_____ to nursery school (or pre-school) before he goes to public school?
1= yes
2= maybe
3= no

b. If yes, how much time per day?
1= half-day
2= full day

c. If yes, how many days per week?
1-6= actual number of days per week

d. Why have you decided (to send, not to send) N_____ to nursery school?

3. Plans for four-year-old child's kindergarten attendance

a. Do you plan to send N_____ to kindergarten?
1= yes
2= undecided
3= no

b. Why do you (plan or not plan or are undecided) to send N_____ to kindergarten?

4. Educational aspirations and expectations for the four-year-old child

a. How far in school would you like for N_____ to go?
1= go to graduate school, professional school
2= finish college
3= go to college
4= take vocational work after high school
5= finish high school
6= take vocational work in high school
7= attend some high school (academic courses)
8= finish elementary school, or less
9= don't know

b. I just asked you how far you would like for N_____ to go in school. Thinking about it now, how far do you think N_____ will probably actually go in school?
1-9= same as above

c. Difference between mother's aspiration and expectation:
0-8= absolute difference between aspiration and expectation

5. Occupational aspirations and expectations for the four-year-old child

a. If you could have your wish, what would you like N_____ to do or be prepared to do for a living when he grows up? (Probe if subject responds "Don't know". Ascertain whether subject is optimistic or pessimistic re: eventual outcome):
0= no scorable response
1= professional (post-graduate training)
2= jobs requiring college (or mention of some school after finishing high school)
3= semi-professional (post-high school training: nurse, dental assistant)
4= artistic occupation (musician, artist)
5= clerical and sales (secretary, clerk)
6= jobs requiring high school diploma (though mother may not mention that fact)
7= skilled trades
8= semiskilled, unskilled labor
9= housewife

b. Again things don't turn out just the way we wish for them; what is your best guess as to what N_____ will actually be prepared to do when he grows up? (Probe if subject responds "Don't know". Ascertain subject's private hopes for child -- are they optimistic or pessimistic?):
1-9= same as above

c. Difference between mother's aspiration and expectation:
0-8= absolute difference between aspiration and expectation

6. Mother's estimate of child's chances compared to hers

a. Compared to when you and your husband were young, what kind of a chance do you think N_____ has to get a good education?
1= a great deal better
2= a little better
3= the same
4= a little worse
5= a great deal worse

b. What kind of chance do you think N_____ has to get a job?
1-5= same as above

c. Why do you think N_____ has (a better, worse, or the same) chance for a good job and education (than/that) you and his father had?

7. If a child is not doing well at school, who is at fault?
   0= no one
   1= school
   2= teacher
   3= child
   4= parent
   5= combination of 1 (or 1 and 2) plus 3
   6= combination of 1 (or 1 and 2) plus 4
   7= 3 plus 4
   8= all
   9= don't know

8. Are there any particular things you are doing now with N_____ or that he is doing that you think may help him when he gets to school? (Probe for concrete specific actions)
   1= social skills
   2= attitudes
   3= nursery school
   4= academic skills
   5= 1 and 4; or 1, 2, and 4
   6= 2 and 4
   7= 1 and 2
   8= 3 and 2; or 3 and 4
   9= nothing
   0= no information

9. Do you think a parent should help a child with his homework?
   1= yes, parent should do the work for the child if it is too difficult for the child
   2= yes, parent should go over what the child has to do and see that he understands and does the work; parent should give all the help the child needs
   3= yes, but only to see that the child does his work
   4= yes, but parent should help only when the child asks for a particular explanation
   5= no, parent should not help even if the child asks
   6= other response (specify)

   If mother answered no, ask why.

10. Which of these do you think should be most important for N_____ to consider in taking a job after he finishes school?
    (If mother says, "Enjoyment", ask for most important factor assuming choice is among equally well-liked jobs. Allow mother only one answer.)
    1= security (one he can always keep)
    2= one that pays well
    3= one that offers good chance for advancement
    4= one where he would learn a lot

11. Mother's estimate of child's class standing upon school entrance
(Mother was shown a diagram of ten stick figures in a row, the one to her left labeled "Very Best", and the one to her right "Very Poorest".)
This is a diagram showing children in school. These are doing the very best work. These are doing the very poorest work. Now I would like for you to circle a figure representing the position you think N_____ will occupy when he first enters school. This is the very highest (indicate left figure) and this is the very lowest (indicate right figure). Where do you think N_____ will be on this scale?
01= first in class
02= second in class, etc.
10= last in class

12. Mother's attitudes and ideas about her own education and occupation

a. Termination of mother's education:
"The reason you stopped school when you did was because _____."
(record verbatim and then code appropriately)
1= graduated
2= had to go to work to support self
3= had to go to work to support family
4= was no longer interested in school and wanted to earn money
5= could get a good job with amount of school already completed
6= to get married
7= pregnant
8= was failing subjects
9= other reason (specify)

b. If you had it to do over again knowing what you know now, would you have left school when you did?
1= yes
2= no

c. If no, how much further in school would you go now if you had it to do over again?
1-8= same as educational aspirations for four-year-old
9= other (specify)

d. Have you ever taken any classes of any kind since you left school?
1= yes
2= no

e. If yes, what courses has mother taken since leaving school?
(1= none)
2= academic (specify: finish grade school, high school courses, finish high school, college courses, finish college, graduate work, finish graduate degree, etc.)
3= nonacademic (specify: vocational or special interest such as cooking, sewing, marketing, crafts, etc.)
4= both academic and nonacademic (specify)

f. (If mother has taken courses since leaving school:) What made you think of going back to school?

g. If things continue as they are, do you think that you will have _____ to improve your life?
   1= many opportunities
   2= some opportunities
   3= few opportunities
   4= no opportunities

h. If you had the power to do as you wished about education in the schools, what would you do?
   (See MANUAL OF INSTRUCTIONS FOR ADMINISTERING AND SCORING "SCHOOLS" QUESTION)

i. Would you prefer an office job with a smaller salary or a factory job with a larger salary?
   1= office
   2= factory

j. The things I learned in school did not help me when I got out.
   1= strongly agree
   2= agree
   3= undecided
   4= disagree
   5= strongly disagree

k. I would rather work than go to school, even if I didn't need the money.
   1-5= same as above

l. How well did you like school?
   1= very much
   2= fairly well
   3= didn't care much one way or the other
   4= didn't like it very much
   5= didn't like it at all

m. Who influenced your (response to above) most?
   1= father
   2= mother
   3= brothers or sisters
   4= other relatives (specify)
   5= school friends
   6= teachers
   7= others (specify)
   8= nobody

n. What subjects did you like best in school?
   (For best-liked and least-liked, record specific title of courses, to facilitate later coding of subject areas.)

o. What subjects did you like least in school?
(Record specific title of courses to facilitate later coding of subject areas.)

13. Educational Attitude Survey
(See MANUAL OF INSTRUCTIONS FOR ADMINISTERING AND SCORING THE EDUCATIONAL ATTITUDE SURVEY)

a. Do you have other children in school?
1= yes
2= no

b. Do you plan to send N_____ to a:
1= public school
2= religious school
3= private (nonreligious) school
4= other type of school (specify)

c. Name and address of school

E. MOTHER/FAMILY ACTIVITIES AND LIVING PATTERNS

1. Typical Day
(See MATERNAL LANGUAGE STYLES and HOME RESOURCES MANUALS)

2. Family's participation in organized activities

For this section of the interview, the mother was asked about her family's involvement in organizations, classified according to major purposes rather than by name or meeting place. A group is defined as having regular meetings and/or bulletins, etc.

When asking the mother about her family's participation in organized groups, distinctions are made between those to which she herself belongs, those to which her husband belongs, and those to which the older children belong.

Summary sheets for mother's activities and for father's activities were used to rate the degree of involvement of each parent in each different type of group asked about. In addition, sheets for each (mother and father) were used to list the name, activities or purpose, and degree of parents' involvement for each specific group within the general categories used by the interviewer. All information was obtained from the mother.

We would like to know which groups you, your husband, and older children are interested in.

1. Do you, your husband, or older children belong to any church-related groups?
(Examples: social church groups, women's auxiliary, men's brotherhood, guilds, religious fraternal orders, fund-raising groups, choir)

II. Do you belong to any political organizations?
(Examples: Independent Voters of Illinois, League of Women Voters, Young Democrats or Republicans, Regular Democratic or Republican Party, Independent political groups such as SANE, Student Peace Union, etc.)

III. Do you belong to any social action groups?
(Examples: TWO, CORE, NAACP, etc.)

IV. Do you belong to any school-related groups?
(Examples: those formally associated with the school, such as PTA, Mother's Club, PTO, Alumni Association, etc.; or those informally associated with the school, such as educational associations concerned with improving the school, general education, specific curriculum, etc.)

V. Do you belong to any self-education groups?
(Examples: Great Books Course, adult education courses, Bible classes, study or discussion groups that meet regularly, Delphia, arts and crafts classes)

VI. Do you belong to any community-oriented groups?
(Examples: nationally sponsored, administratively active in groups such as YMCA, YWCA, Girl or Boy Scouts, B'nai B'rith; or locally sponsored charity boards, city club, neighborhood improvement groups)

VII. Do you belong to any work organizations?
(Examples: formally-organized professional or union organizations; work-derived social and recreational groups, such as bowling league, baseball team, choir, bridge club)

VIII. Do you belong to any patriotic or military groups?
(Examples: VFW, American Legion, Jewish War Veterans, DAR)

IX. Do you belong to any social groups?
(Examples: formally-organized fraternal or private invitational, social clubs; or informally-organized card-playing clubs, special interest or hobby groups, neighborhood clubs, cousins' clubs, family clubs, community or institution-sponsored clubs)

X. Do you belong to any other groups?

Summary of mother's/father's activities

a. For each of the ten above:
1= very active: acts on committees, holds or has held office, attends meetings regularly, high interest
2= active: attends meetings fairly regularly, sometimes helps out actively, is interested
3= member: intermittent attendance, does not help actively, retains slight interest in group
4= non-member: does not belong, but sometimes attends meetings or retains some interest
5= not involved in such groups

b. Total number of activities (groups), counting each specific organization within the general categories:
1-7= actual number
8= eight or more

Total involvement
1= very active
2= active
3= member
4= not member but attends some meetings
5= no active participation in any organizations

3. PTA

a. If the school your (four-year-old) child attends has a PTA, would you join?
1= yes
2= no
3= maybe

b. Would you attend meetings regularly?
1-3= same as above

c. If the PTA were having an affair and you were asked to do a job you could do at home, like bake a cake or something, would you do it?
1-3= same as above

d. If you were asked to help out at a candy booth at one PTA affair, would you do it?
1-3= same as above

e. If you were asked to be chairman or organize a refreshment committee at one affair, would you do it?
1-3= same as above

f. If you were asked to accept some permanent office in the PTA for a year, would you do it?
1-3= same as above

g. Code for highest category with affirmative answer (1-6= a-f)

4. Social activities and visiting

a. When you get together with your friends, where do you usually go? (record only first two responses, indicating first and second choice):
0= nowhere
1= ballet, theater, opera, concerts
2= clubs, lodges, church activities
3= nightclubs, restaurants
4= category other than those listed here (specify)
5= sports events
6= movies
7= one of our homes, parties
8= bars, taverns

b. How often do you visit (pass the time of day) with or stop and talk with the people who live within a few blocks of you?
   1= almost every day
   2= a few times a week
   3= once in a while
   4= almost never; never

c. Are these:
   1= almost all relatives
   2= friends
   3= both friendsand relatives equally
   0= no visiting

d. About how much time would you say you spend each week visiting people at home or having somebody visit you?
   1= more than 20 hours
   2= 15 to 20 hours
   3= 10 to 15 hours
   4= 7 to 10 hours
   5= 5 to 7 hours
   6= 3 to 5 hours
   7= 2 to 3 hours
   8= 1 hour or more
   9= 0 hours

5. Classification of reading material for adults

a. Quantity of reading material for adults:
   1= many
   2= adequate supply
   3= few
   4= no reading material for adults

b. Quality of reading material for adults (list examples):
   1= superior quality and variety
   2= excellent quality and good variety
   3= good quality and not so good variety
   4= poor quality but great variety
   5= poor quality and no variety
   8= doesn't apply; no reading material

c. Use of reading material by adults:
   1= extreme (much of each day)
   2= regularly (at least once every day)
   3= often (several times a week)
   4= sometimes (at least once a week)
   5= seldom (less than once a week)
   6= never

6. Classification of records for adults

   a. Quantity of records for adults:
      1-4= same as above for quantity of reading material

   b. Quality of records for adults (list examples):
      1-5,8= same as above for quality of reading material

   c. Use of records by adults:
      1-5= same as above for use of reading material

7. Classification of intellectual hobbies for adults

   a. Quantity of intellectual hobbies for adults (list examples):
      1= many (4 or more)
      2= adequate (2 or 3)
      3= few (1)
      4= none

   b. Use of intellectual hobbies by adults
      1-6= same as above for use of reading material

8. Classification of reading material for older children (when applicable)

   a. Quantity:
      1-4= same as above for adult reading material

   b. Quality (list examples):
      1-5= same as above for adult reading material
      8= not applicable

   c. Use:
      1-6= same as above for adult reading material

9. Classification of records for older children (when applicable)

   a. Quantity:
      1-4= same as above for adult reading material
      8= not applicable

   b. Quality (list examples):
      1-5,8= same as above for adult reading material

   c. Use:
      1-6= same as above for adult reading material
      8= not applicable

10. Classification of intellectual hobbies or games for older children (when applicable)

a. Quantity (list examples):
   1-4= same as above for adult intellectual hobbies
   8= not applicable

b. Use:
   1-6= same as above for adult reading material

11. Family reading patterns

a. Do you (mother) generally find things out by reading the newspapers, listening to the radio or TV, or by talking to friends? (record first, second, and third choice):
   1= newspapers
   2= TV
   3= radio
   4= magazines
   5= friends
   6= other (specify)

b. Some people enjoy reading a magazine or book when they have a few minutes, while others are not too interested in reading. Do you (mother) read any magazines regularly (at least every other issue)?
   1= yes
   2= no

c. Number of magazines read regularly by mother:
   0= none
   1-7= actual number
   8= 8 or more

d. If mother reads magazines regularly, which ones? (list names of magazines)
   1= news
   2= home
   3= romance
   4= sports and mechanics
   5= 1 and 2; or 1, 2, and 3; or 1, 2, and 4
   6= 1 and 3; or 1 and 4
   7= 2 and 3; or 2 and 4
   8= 3 and 4
   0= none

e. In the last month or so, have you read anything in books?
   1= yes
   2= no
   In magazines?
   1-2= same as above
   In newspapers?
   1-2= same as above

e. (in the last month or so, have you read anthing) in pamphlets?
1-2= same as above
Others? (specify)
1-2= same as above

Types of material mother read in the last month:
1= books and four other categories
2= books and three other categories
3= books and two other categories
4= no books, but at least two other categories
5= books only
6= magazines or pamphlets
7= newspapers
8= none

f. What kinds of books do you like best? Do you prefer love stories, biographies, books on how to do things, stories of family life, books of adventure, or something else?
(record only first two responses and indicate relative preference):
1= academic subjects
2= biography
3= "how to do"
4= love and romance
5= family life
6= adventure
7= mystery
8= other (specify)

12. Library utilization

a. Where is your nearest library?
1= mother knows library location
2= mother does not know

b. Do you (mother) have a library card?
1= yes
2= no

c. Do you ever go to the library?
1= yes
2= no

If yes, how often?
1= once a week
2= once every two weeks
3= once a month
4= once every six months
5= once a year
6= less than once a year
0= never

d. About how many books do you usually get for yourself?
0-6= actual number
7= 7 or more
8= doesn't go or doesn't apply
9= has no card, but goes to library

e. About how many books do you usually get for the children?
0-9= same as above

f. Do the older children have library cards?
1= yes
2= no
8= not applicable

13. What do you do if N_____ asks a question that you can't answer?
1= look it up with him; or tell him "don't know" and look it up with him
2= look it up for him; or tell him "don't know" and look it up for him
3= send him to someone else; or ask someone else for him; or tell him "don't know" and send him to or ask someone else
4= just tell him "don't know"
5= answer as best can; or tell him "don't know" but answer as best can
6= change the subject; ignorehim; or tell him "don't know" and change the subject or ignore him
7= combination of two or more (#1 through #5)
8= combination of two or more (#4 through #6)

14. TV-viewing behaviors

a. The following is a list of television programs. We would like to know how often N_____ watches these programs and how often you watch them.
For each of thirty-nine network and local shows, mother and child's viewing was scored separately:
1= almost always
2= often
3= sometimes
4= almost never

b. Which five shows do you enjoy watching most?
(list names of the five shows, from first to fifth choice, along with the time of day and day of the week the show is on)

c. Which five shows does N_____ enjoy watching most?
(same as above for mother's favorite programs)

d. TV shows mother enjoys watching most
(separately for first, second, and third choice):
1= daytime serials
2= game-type shows
3= women's variety
4= comedy and family situation
5= movies
6= news, documentary, talk
7= educational
8= musical and variety
9= drama and adventure

e. TV shows child enjoys most -- see section C. INFORMATION ON THE FOUR-YEAR-OLD CHILD

f. Is television in home operating?
1= yes
2= no

g. Number of sets:
1-3= actual number
4= more than three
5= none

h. Where are sets located? (list specific locations)

i. About how many hours a day do you watch TV?
0-6= actual number of hours
7= 7 or more hours
8= doesn't apply, has no TV, or set is broken

j. How many hours a day does N_____ watch TV? -- see Section C. INFORMATION ON THE FOUR-YEAR-OLD CHILD

k. Do you ever watch (the local educational television channel)?
1= yes
2= no
8= doesn't apply

l. If yes, what programs do you recall having watched within the last two weeks? (list names of programs)

15. Radio listening behaviors

a. What hours during the day do you usually have your radio on?
(list, from _____ AM/PM to _____ AM/PM)

b. Number of hours per day mother listens to radio:
0-6= actual number of hours
7= 7 or more hours
8= doesn't apply

c. What stations do you usually have tuned in on the radio? (list first, second, and third choice, by name of station, and indicate whether each is FM or AM)

d. Preferred radio station
1= AM
2= FM
3= both
4= none
8= doesn't apply

16. Celebrations of holidays and anniversaries
For each of the following list of holidays and anniversaries, describe family's activities and children's participation in both preparation and celebration:
1= family does not celebrate
2= celebrates, but mother gives no details or family celebrates at home
3= family celebrates out, no details or unclear
4= celebrated by immediate family, no other details or unclear
5= immediate family celebrates at home
6= immediate family celebrates out
7= extended family and/or friends included in celebration, no detail
8= extended family and/or friends included in celebration, at home
9= extended family and/or friends included in celebration, out
0= (for anniversaries only) not married

a. Thanksgiving

b. Christmas

c. New Year's

d. Labor Day

e. Birthdays

f. Memorial Day

g. Fourth of July

h. Anniversaries